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AUTHOR Gallagher, Karen S.
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ABSTRACT

This report evaluates the Chapter 1 Program in Community High School District #218 in Cincinnati, Ohio. It covers the following four areas: description of the program, comparison between sites, program conformity with stated goals, and assessment of impact on students. The evaluators found much variation between sites. The mathematics program is more successful in achieving program goals than the English program, as indicated by the finding that mathematics achievement test scores are higher for each grade level than English gain scores. The most important reason for this discrepancy is that time spent on instruction in mathematics classes (68%) is much higher than that spent in English classes (36%). Other influential factors are attendance, variations from site to site, and the fact that mathematics course objectives are correlated more closely with program objectives. Chapter 1 teachers were found to have accepted mastery learning as an effective instructional strategy. Recommendations include the following: (1) align the English curriculum more closely with the Chapter 1 program goals and objectives; (2) increase the amount of instructional supervision in the classrooms; (3) improve communication between the building level staff who place Chapter 1 students and the Chapter 1 staff; and (4) to improve time-on-task percentages, conduct monthly observations, with anecdotal records kept on specific teacher and student behaviors that are interfering with effective instruction. Appendices include a list of documents used in the study, sample survey forms, and the program evaluation proposal. (KH)

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The Chapter One Program
In Community High School District #218:
A Third Party Evaluation

Karen S. Gallagher, Ph.D.

University of Cincinnati

August 22, 1985

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Executive Summary:

Chapter One Program

The most frequently asked question in a program evaluation is. "So what do we know now that will help us do better?". For the administrators, teachers, and staff in District #218, there are some important conclusions evident from this evaluation. First, the Chapter One program is really several programs, divided by subject and by campus. The mathematics program is more successful in achieving the program goals than the English program is. Sixty-eight percent (68%) of the time in class is spent in direct instruction in the mathematics courses. This compares very favorably to other studies of mastery learning instruction where 70% of the time, on the average, is spent in instruction. The typical classroom teacher in the regular educational program spends about 40% of the instructional time in instructional tasks. The English program in Chapter One at CHSD #218 spends 36% of the class time engaged in direct instruction. These time-on-task figures help to explain the differences in test scores. Mathematics NCE gain scores reflect higher achievement levels for each grade level and show sustained achievement for grade cohorts (Table 20) over time. English NCE gain scores for each grade level decline as the grade level increases; grade cohort scores also show a loss over time.

There are other factors affecting the test scores and time spent in direct instruction. The curriculum reviews found a close match between course ojectives, Chapter One program

objectives, and CTBS objectives in mathematics. The English program was more varied. The Skills Lab and English I course objectives have a closer match with Chapter One objectives and the CTBS objectives. The scores for freshmen and ~~sophomores~~ who make up most of these classes are higher as a group than for the other English courses. The two literature courses were found to have the least number of common course objectives when compared to Chapter One's objectives and the CTBS objectives. This is reflected in the test scores.

Attendance figures also are important. Nine percent (9%) of the freshmen and 8% of the sophomores in Chapter One had perfect attendance first semester in 1985. Only 4% of the juniors and no seniors did. Thirty percent (30%) of the freshmen and 25% of the sophomores missed no more than 3 days of school. Over a third of the juniors in Chapter One missed 4 to 8 days of instruction. The best senior attendance record is 9 to 16 days of instruction missed. When a student is absent, it does not matter what kind of instruction is occurring in a classroom. No learning is taking place for that student.

The Chapter One program varies by site location as well. The Old Main-freshman receive more assistance with the academic motivation component of Chapter One than the students do who are at the Eisenhower Campus. The emphases of achievement motivation training are student self-esteem and attendance as well as academic motivation. The test scores and attendance figures appear to support the positive effect of this training on students.

The climate scores on the two surveys given to students and

teachers are very positive. The norm referenced group of secondary students from which the categories of "Average", "Moderately High", and others were determined includes urban, suburban, and small town schools with the full spectrum of students. Thus for Chapter One students to score "Average" on Attachment to School and "Moderately High" on Interpersonal Competency and Postive Self-concept is strong evidence that the attitudes identified as important to academic achievement are being postively influenced by Chapter One.

Mastery learning as an effective instructional strategy appears to be accepted by the teachers in Chapter One. There are needs which must be addressed, however, to make instruction more effective for the Chapter One students. Coordinating the curriculum content with Chapter One student needs and program goals is the most apparent. There is lack of agreement on administrative responsibility for this task, however. Chapter One is one of many instructional programs housed in the buildings and it should be supervised and evaluated in a similar fashion to other programs. This means that building level administrators like principals and assistant principals should include Chapter One programs as part of their supervisory responsibilities. The Area Chairpersons, who did not perceive any responsibility for the instructional management activities of Chapter One except in developing and promoting academic standards, have not been assisting Chapter One teachers with curriculum and instruction as consistently as the Chapter One program could use the assistance. The attitudes of the staff not directly involved in Chapter One

could be detrimental to both Chapter One students and teachers. The English courses, particularly at the Eisenhower Campus, need assistance in improving their time on task and in matching the curriculum with student needs and program requirements.

The pages that follow this summary provide more fully the figures and explanations for the above conclusions.

Recommendations for Chapter One Program

1. Align the English curriculum more closely with the Chapter One program goals and objectives and the CTBS test objectives. Use the individual student test results as criterion measures and use the appropriate objectives from the existing curriculum guides as the standards.

2. Increase the amount of instructional supervision in the Chapter One classrooms through observations and follow-up conferences. The regular program building administrators and area chairpersons should be involved with the Chapter One staff more frequently and systematically.

3. Improve the communication process between the building level staff who identify and place Chapter One students and the Chapter One staff. Information about the federal requirements for placement in Chapter One needs to be emphasized, perhaps by the central administration. More coordination between the two campuses is necessary so those students at the sophomore through senior level who qualify for Chapter One but who are unserved are reached.

4. The academic motivation training program show be implemented at the Eisenhower Campus as one means of improving attendance for sophomores, juniors, and seniors.

5. If time-on-task percentages are to be improved, monthly observations should be performed with anecdotal records kept on specific teacher and student behaviors that are inferring with effective instructional practices. One administrative practice that affected the results of the spring observations was for deans and counselors to interruot Chapter One classes. This occurred in four separate classrooms, lowering direct instruction figures. No lesson plan is helped by interruptions; because Chapter One students need greater concentration, such interruptions should be eliminated.

Overview of the Evaluation Plan

In general, this evaluation of the Chapter One program addresses three issues. The first issue deals with a description of the program. Number of students, kinds of courses offered, and profiles of staff are some of the data included. The second issue focuses on the conformity of the actual program to the stated program goals and objectives. The last issue is an assessment of the impact of Chapter One's goals and objectives on students' achievement, motivation and attendance.

The evaluation was conducted in the late spring of 1985. All staff, formally and informally involved with Chapter One students, completed a questionnaire about instruction and school climate issues. All students were surveyed and 450 of the 579 questionnaires were returned. A document review of English and mathematics curriculum guides used in Chapter One courses was also undertaken by external curriculum consultants. Several other documents including proposals and previous program evaluations were also reviewed. See Appendix A for a complete list of documents used. Time-on-task observations were conducted in 13 Chapter One classrooms. The following pages contain the presentation of the data collected.

The Chapter One Program in CHSD #218:
A Third Party Evaluation

ACCESS TO THE PROGRAM

1. Are the established access procedures consistent with the program design?

The answer to this question is found in the process used by District 218 to fulfill the federal requirements of Chapter One. Every spring, District 218 tests all students using either the Stanford Achievement Test - Advanced Battery for 8th and 9th graders and the Stanford Task Test, Levels I and II, for 10th and 11th graders. Both standardized achievement tests assess reading comprehension and math computation; the SAT also tests language and the STT tests English. Students scoring two or more years below grade level on the SAT or at or below the 3rd stanine on the STT are considered eligible for assistance in math and language under Chapter One guidelines. In addition, 17.3% of the students in the whole district and 25.9% in the targeted high school (Eisenhower) come from low-income families.

In the spring of 1984, 41% or 744 students of the 1803 enrolled at Eisenhower were identified as two or more years below grade level in English-reading and/or mathematics. As Table 1 shows, the Chapter One program in District 218 is following established access procedures and guidelines from the federal level and is serving 441 of the targeted population in grades 9, 10, 11, and 12.

	English Program Only	Math Program Only	English & Math Programs	Total Students (Unduplicated)
Freshmen	49	45	94	188
Sophomores	61	31	49	141
Juniors	55	11	8	74
Seniors	25	11	2	38
TOTAL	190	98	153	441

Table 1: Chapter One Enrollment Figures
2nd Semester, 1984-85

2. Do students remain in the program and terminate as planned?

This question is more difficult to answer. Without a case by case review of students in the Chapter One program, no absolutely certain answer can be given. However, some data are available in aggregrate form from which a partial answer can be made.

Table 2 shows the enrollment trends for the last three years of Chapter One. The figures come from several sources: a continuous enrollment study completed by the coordinator of Chapter One in May, 1985; the central office enrollment records for 1984-85; and the results of a study of CTBS test scores for 1983-84. This table highlights part of the problem typical in high schools. The time of year counts are taken and the definition used for "enrollment" are but two of the difficulties involved. As the enrollment figures in Table 2 show, students

appear to achieve the program goals and move out of Chapter One. For example, the freshman cohort in 1982-83 numbered 239. Of the 170 in the sophomore year, 145 or 60% had been in Chapter One as freshmen. This implies that the 94 students or 40% who did not return to Chapter One achieved mastery of the program objectives. However, some of those 94 students may have moved to another school, dropped out of school, slipped through the cracks of moving from one campus to another, or purposefully decided not to take Chapter One math or English courses. There is no way of knowing which explanations are appropriate unless each of the 94 students' records is examined.

Because a diagnostic/remediation profile is kept on each student, including in it such information as test results and progress reports, a review of the files of students who do not show up on Chapter One enrollment records from one year to the next would provide the information on the continuous progress of students.

	1982-83	1983-84	1984-85
Freshmen	239	227	188
Sophomores	155	170 (145)	141
Juniors	41	77 (41)	74
Seniors	10	35	38

Table 2: Enrollment by grade level in English and Math Chapter One programs
(Number of students who were enrolled in Chapter One the previous year.)

Another means of answering the question is to check the results of the needs assessment or Spring district testing by grade level to see how many of those identified as deficient in math or English are placed into Chapter One programs. Table 3 data are taken from the FY 1985 Chapter One proposal. The figures show that in the spring of 1984, 183 then-8th graders were 2 or more years below grade level on the SAT. The 9th grade enrollment in Chapter One in 1984-85 was 188. Once again, without doing an individual matching of test scores to students in Chapter One, it is not possible to be absolutely certain how many of the 183 are being served. However, with the 9th grade enrollment at 188, a majority of those who are eligible for Chapter One in the 9th grade appear to be served. The figures for the sophomores, juniors, and seniors are difficult to interpret. Only 67 percent of the sophomores found to be eligible in the last part of the freshman year are being served. The reasons for this low enrollment can be accurately gained from an investigation of those sophomores who are not in Chapter One; however, as stated previously, such reasons as transfer to another school or school district, drop-out rates, and slipping through the cracks of going from Old Main to Eisenhower campus probably provide the explanations.

	2 or more years below grade level	Chapter One enrollment numbers	
8th grade testing	183		
9th grade testing	210	188	9th grade
10th grade testing	176	141	10th grade
11th grade testing	175	74	11th grade
		38	12th grade

Table 3: Comparison of District 218's Spring testing figures with the subsequent year's Chapter One enrollment figures

3. Is there access for potential students to the appropriate services?

The breadth of courses and instructional assistance available to students in Chapter One is one of its may strengths. Besides the remedial English-reading and math courses in the Intensive Basic Skills program, there are the Tutorial Assistance Program (TAP), the Achievement Motivation program, and microcomputer components. The content and instruction in the Intensive Basic Skills (ISB) classes are individualized to fit students' needs plus class sizes are limited to 15 students.

Table 4 displays the courses offered in Chapter One along with the number of students enrolled in 1984-85 during 2nd semester. The average class size and the range of class enrollment sizes are also given. This table shows that District #218 is achieving one of the objectives of Chapter One by keeping class sizes small (range 6 students to 15) in order for the

students to receive the appropriate instruction.

Courses	Number of students Enrolled	Average Class Size	Range
general math	122	13.5	11-15
consumer math	86	12.3	6-15
math skills	39	9.8	8-11
skills lab	44	11.0	7-14
English I	107	13.4	11-15
intro lit	132	14.7	14-15
basic comp	16	8.0	6-11
mod lit	55	13.8	13-15

Table 4: Breakdown of Chapter One courses by number of students enrolled in 1984-85

DELIVERY OF SERVICES WITHIN THE PROGRAM

1. **What are the program components of Chapter One in terms of classrooms, school facilities, and resources?**

According to the 1984-85 Chapter One proposal, observations, and conversations with project personnel, there are several components in the District 218 Chapter One program. The major academic components are the Intensive Basic Skills program and the Tutorial Assistance Program. The ISB is made up of remedial classes in six (6) English courses and three (3) mathematics courses. The six English courses are:

200 Skills Lab - a minimal competency course for students who must pass the Minimal Competency requirement in order to proceed into the regular 10th grade English sequence;

201 English I - one year freshman course with units in study skills, exposition, narration, language, communications, and reading skills;

204 Introduction to Literature - one-semester sophomore course with units in poetry, drama, fiction, and non-fiction;

206 Basic Composition - one-semester junior course concentrating on improvement of written lanaguage mechanics as well as organization of ideas within different types of compositions;

210 Effective Communication - one-semester course required of all sophomores focusing on writing, speech, and reading;

214 Modern Literature - one-semester course for juniors

and seniors introducing modern (post-WWII) literary styles and themes.

The three mathematics courses are:

324 Consumer Mathematics - one-year freshman course designed to improve number skills and to assist students with minimum mathematics standards for high school students;

325 General Mathematics I - one-year course for freshmen and those who have passed Consumer Math with emphasis on arithmetics and application to life skills;

327 Mathematics Skills Lab - one-year course open to sophomores and above with focus on computational skills and consumer economics.

The 1984-85 Chapter One proposal addressed the following program goal for the IBS program:

"intensified time-on-task in English and mathematics to improve student achievement."

In addition, five (5) measurable objectives were identified for each subject component. For English the five objectives were:

"1. to help students recognize the necessity of acquiring English and reading skills;

2. to assist students in achieving a high rate of success through positive motivation, individual attention and mastery learning;

3. to develop in students a positive attitude toward English as a highly desirable, necessary and useful life skill;

4. to develop in students a positive attitude toward reading as a highly enriching and mind-and-experience-expanding

life skill;

5. to help each student narrow the gap between achievement and grade level."

Only the last objective is measured on a pre-test/post-test yearly basis.

The five measurable objectives for mathematics were:

"1. to help students recognize the urgency of acquiring mathematical skills;

2. to assist students in achieving at a high rate of success through positive motivation, individual attention, and mastery learning;

3. to develop in students a positive attitude toward mathematics as a highly desirable, challenging, useful and necessary life skill;

4. to help each student narrow the gap between achievement and grade level;

5. to motivate remedial learners through incorporation of the microcomputer as a hands-on instructional tool."

Only objective 4 is measured on a pre-test/post-test yearly basis.

The second academic component of Chapter One is the Tutorial Assistance Program (TAP). Piloted during the second semester of 1984 and introduced as a full program component in 1984-85, TAP provides assistance in English/reading and mathematics within the various content areas of Chapter One. TAP is a voluntary pull-out program from workrooms and study halls, operating on a quarterly basis. The 1984-85 Chapter One program goal for TAP was:

"additional time-on-task by applying English/reading and math skills in content area classes to improve student achievement."

One measurable objective was identified in the proposal:

"the student will develop skills in reading, writing, speaking, listening, critical thinking, organization and logic, and mathematical computation and basic application."

Another component of the Chapter One program in District 218 includes various support services. Three key areas dealing with attitudes are recognized as having an important impact on academic achievement: self-esteem of students, academic motivation, and attendance. A program called "Achievement Motivation" was continued in 1984-85 to provide training for all freshman students enrolled in the instructional component of Chapter One. The 1984-85 Chapter One proposal identified the following as the major program goal:

"expanded achievement motivation component to improve student self-esteem, to foster academic motivation and to improve student attendance."

A home/school service worker is also part of this component. This position is responsible for working with Chapter One staff, school site deans, and parents of Chapter One students to improve the three support service areas. Individual and group counseling, parent conferences, and teacher consultations are some of the services provided by the home/school service worker.

The parent component of Chapter One in District 218 includes a Parent Advisory Council (PAC), Chapter One newsletters, parent-

teacher conferences, orientation programs, and other activities designed to obtain input from parents about student needs or program needs and to provide feedback to parents from the district.

The last component of Chapter One is the evaluation of academic achievement in English/reading and mathematics. This is accomplished through the fall and spring pre-and post-tests, using the Comprehensive Test of Basic Skills (CTBS).

Eisenhower High School is the target school in District 218 to receive Chapter One services. The ninth grade Chapter One courses are taught at Old Main and 10th through 12th graders are housed at Eisenhower Campus. Table 5 shows the breakdown in Chapter One courses and staff by campus base.

	Old Main	Eisenhower Campus
Math courses by sections	10	10
English courses by sections	11	29
Achievement Motivation	2	2
teachers - (1 school)		
Mathematics	2	2
English	3	4
teachers - (split between schools)		
Mathematics	2/5	3/5
English	0	0
TAP math	3/5	2/5
TAP English	2/5	3/5
home/school worker	3/5	2/5

Table 5: Division of Chapter One Courses and Staff By Campus Location

2. Who are the program staff and what service responsibilities do they have?

The Chapter One staff, as of spring 1985, included 1 director (housed in the district offices); 1 coordinator/ achievement motivation facilitator (split between OM and EC); 14 teachers (5 fulltime at OM, 6 fulltime at EC, 3 split between OM and EC); 1 home/school social worker (split between OM and EC); and 2 clerical aide (parttime - 1 for each campus).

Table 6 shows the breakdown of how many teachers are

fulltime with Chapter One.

Number of Periods (5=fulltime status)	Mathematics	English	TAP
5	2	4	2
4	1	1	0
3	2	0	0
2	0	1	0
1	0	1	0

Table 6: Number of Chapter One Courses Taught by Teacher Spring 1985

More than two-thirds of the Chapter One teachers in 1984-85 have masters degrees (67%) and more than half have post-masters university credits. (See Table 7.) The Chapter One teachers, whose placement in the program is voluntary and annually affirmed in writing, are experienced instructors. Table 8 shows that 10 teachers or 72% have 10 years or more in the classroom.

	Chapter One staff	(percent)
BA + graduate credits	5	(36)
Master degree	1	(7)
Master degree + graduate credits	8	(57)

Table 7: Educational Background of Chapter One Staff

	Chapter One staff	(percent)
less than 5 years	3	(21)
5 to 9 years	1	(7)
10 to 15 years	6	(43)
15 years or more	4	(29)

Table 8: Years of Experience in Teaching

Chapter One Staff

In addition to the teachers, social worker, and director of Chapter One, there are 17 District 218 staff who have responsibilities that include Chapter One. The positions are:

building principals	2
assistant principal	1
counselors/deans	10
reading teacher	1
content area supervisors	2
assistant superintendent	1

The Chapter One responsibilities of the staff above vary. The principals have administrative authority over all staff in their respective buildings, including the Chapter One teachers. The counselors work with students to assist them with course placement among other things. The assistant principal and counselors are responsible for scheduling students and teachers. Deans interact with students and their parents if problems arise. While there is no formal measure of the impact of these staff members on the effectiveness of Chapter One, the program could

not function without central office and building level staff.

All District 218 staff who are involved with the Chapter One students and program were surveyed in April of 1985. The two instruments used are standardized tools designed to measure several aspects of instructional effectiveness, school climate, and program administration. All personnel directly involved in Chapter One returned completed forms; 28 of 32 surveys sent out to all personnel were returned for 88% return rate.

One of the instruments, a 101 item questionnaire, was developed to assess the climate of secondary schools. Its uses include identifying the strengths and weaknesses of high school instructional programs and evaluating the implementation of projects like Chapter One. Profiles of each program's climate and staff characteristics were created from the results of the questionnaire and describe the program by using two sets of scales. A parallel form was also given to students in the program in order to compare the perceptions of the two groups of participants in this program.

Instructional improvement projects like Chapter One include interventions geared toward teachers. The interventions are intended to improve classroom management, to change teachers' attitudes, or to involve them in new kinds of activities. All three of these intervention strategies are components in District 218's Chapter One program. Staff development activities have addressed these components. All measures reported in the profiles are intended only for characterizing groups of staff; they are not intended for individual assessments.

The following measures of teacher characteristics are reported in Table 9. A brief description of each is provided. **Job satisfaction** is composed of questions that asked teachers directly how much they liked their jobs and the scale is a global measure of teachers' dispositions to participate in a variety of activities related to their teaching role. **Job satisfaction** is moderately high (77%) in the Chapter One program. **Interaction with students** measures the extent of out-of-class interaction that occurs. Items ask about tutoring and discussing personal problems and this scale correlates positively with job satisfaction, classroom orderliness, and professional development. **Interaction with students** in Chapter One is average (47%). The third scale is **classroom orderliness.** This scale measures the degree of interference with teaching that comes from classroom disruptions and disruptive students and also correlates postively with the other three scales on the profile. The score of 82% is considered moderately high. The last scale, **professional development**, documents the extensiveness of recent continuing education and inservice work and the implementation of these experiences in the classroom. The 68th percentile rating is average, although it is only two points from moderately high. None of the four scales falls into the "Needs Improvement" category as normed by this instrument. This can be interpreted to mean that the staff involved in Chapter One like their jobs; experience orderly learning environments; engage in activities to upgrade, maintain, or improve their job-related competencies no more or no less than most high school staff; and interact infrequently with students outside of the classroom on an

informal basis.

Table 10 represents a profile of the school climate affecting Chapter One. This profile is made up of six scales focusing on the way staff in the schools typically perceive and describe the social environment. The Chapter One teachers and the other building level staff report a generally positive climate in the two school sites housing Chapter One. All six scales are in the high average or higher. The first scale, **morale**, is a general indicator of the enthusiasm of the staff and their confidence in the program. The Chapter One staff **morale** is high (85%) in District 218. The next scale, **planning and action**, reflects the staff's perceptions of the degree to which there is an experimenting or innovative approach to planning instructional programs; this staff perceives a moderately high (74%) degree of innovation present. **Smooth administration** is an important indicator of the way staff perceive the school administration. A moderately high score of 81% implies that the staff perceive that they get the support and help they need to do their jobs when they need it. The **resources** scale focuses on resources for instruction. This moderately high score (77%) suggests that the program has adequate instructional supplies and other resources. The **parent involvement** scale assesses the degree to which a school utilizes parent resources in the program. A score of 67%, average involvement, is not a positive or negative assessment. However, since **parental involvement** is an important program component in Chapter One, such an assessment by staff of how much parents are involved in decision making or activities needs to be

investigated further. The last scale, **student influence**, summarizes the staff's perceptions about the extent to which students participate in school decisions that affect them. Many educators believe that student influence in decision making is desirable because it fosters the social integration of students and leads to greater relevance of school curricula into students' lives. An average score (63%) means that teachers perceived that students in this program have a typical amount of involvement in the school.

STAFF PROFILE

Scale	Percentile
Job Satisfaction	77
Interaction with Students	47
Classroom Orderliness	82
Professional Development	68

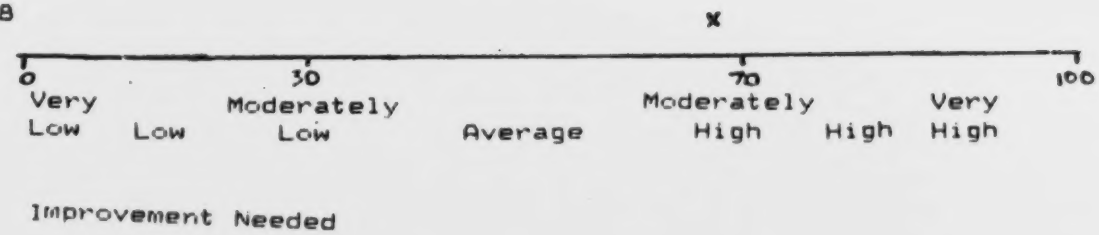


Table 9 : A Profile of the Staff Characteristics
Chapter One program
N=28

Program Climate - Staff Reports
Chapter One Profile

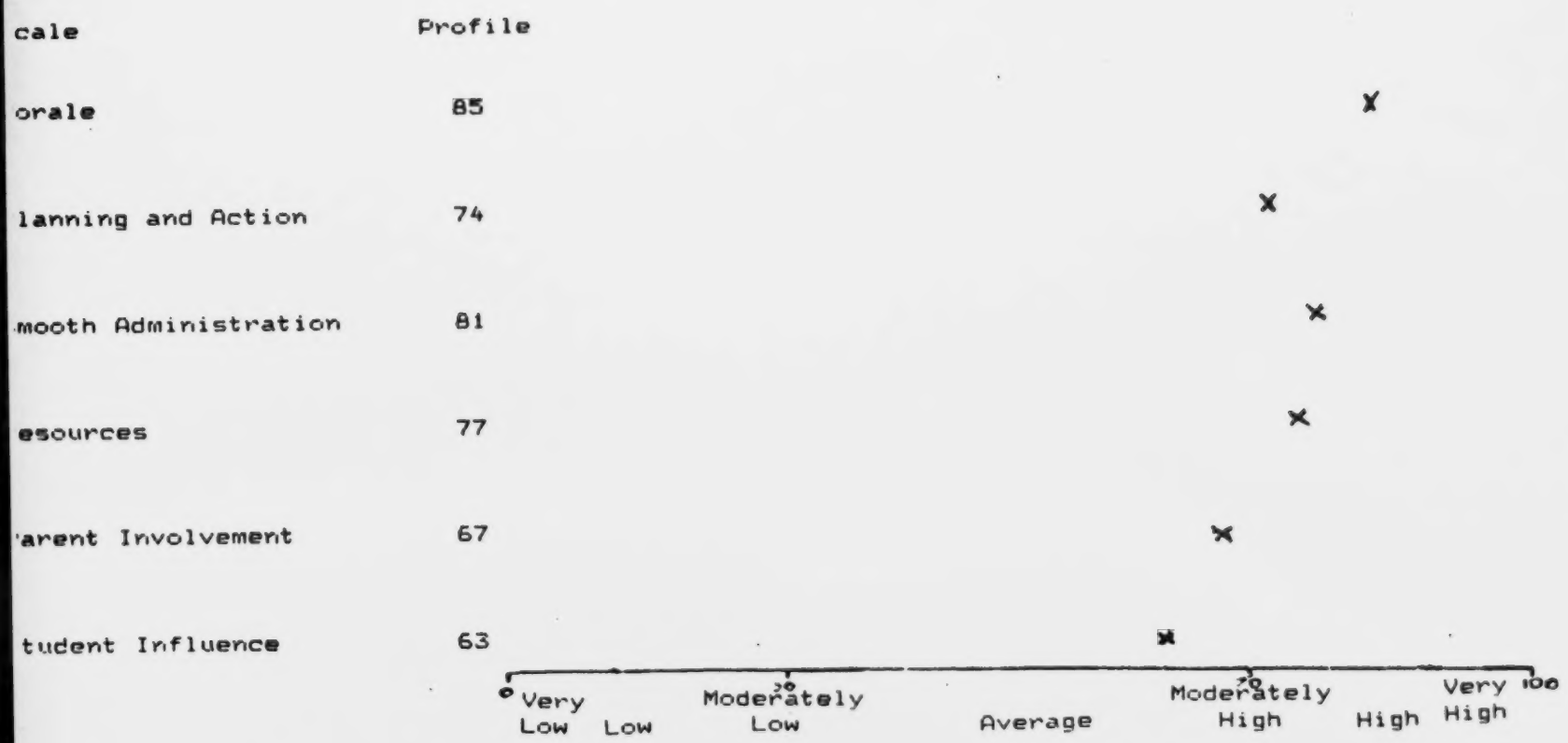


Table 10: A Profile of the Program Climate
Based on the Chapter One Staff Reports
N=25

3. What are the units of service in this program - amount of time and type of activities?

Time-on-task observations were made in thirteen classrooms during a three-day period in May. The following figures should be viewed as descriptive only. Because only one set of observations was taken, the next five tables should be considered the first collection of baseline data. Other observations should be made at other times of the school year in the Chapter One courses as well as in regular classrooms in order to compare figures and make program decisions. Table 11 compares the average percentage of time spent by curricular subject. There are obvious differences in the organization and use of time between the two subjects. Almost twice as much time is spent in math courses on direct instruction. A fifth of the time English teachers were observed as off-task. Off-task teacher behavior could mean interruptions by counselors or administrators or students asking questions to distract the teacher's attention away from instruction. Management activities are defined as those behaviors like taking roll or disciplining a student. Correcting papers is an activity which could be done by the teacher with a group as in correcting homework or done individually by the teacher at his/her desk when students are working independently. Facilitating is an activity that assists students to get ready for instruction, such as handing out assignments, getting folders, making sure each student has a paper or textbook.

Table 12 shows that there are distinct differences between

the two subjects in how instruction is organized. In the math courses observed, 55% of the direct instructional behavior of teachers is working individually with students. This appears to conform with the Chapter One proposal goals of providing small classes and using the techniques of mastery learning. English teachers' direct instructional behavior is largely with the whole class (82%). Neither English nor math teachers were observed using small group instruction; however, since the maximum class size is 15, this is not too surprising.

Table 13 breaks down the two subject areas into courses. In the three math courses, the percentage of direct instructional teacher behavior observed ranged from 80 percent to 55 percent. In English, the range of direct instructional teacher behavior goes from a low of 20 percent to a high of 52 percent. Each English course observed had recorded off-task behaviors. Differences reported here could be due to many reasons: type of assignment, student mix, time of year, or time of day. Until other observations are conducted, there are few conclusions that can be drawn.

The behavior of students in the classes was also observed and recorded during the time-on-task observations. At each 5-minute interval, after the type of teacher behavior was recorded, students' behavior was observed and any student not attending to the teacher-determined task was marked as "off task." Table 14 shows the breakdown of student off-task behavior during direct instructional time. Off-task is defined as sleeping, reading a math book in English or a magazine in math, talking with another student about an unrelated topic, writing a letter, or staring

out the window. In math, one or more students were observed doing off-task behaviors 71 percent of the time in whole group instruction. In English, one or more students were observed off-task during 57 percent of the whole group instruction. Recorded observations of students' off-task behaviors drop during individual direct instruction in both math and English.

The last table is a comparison of the math and English subjects by number of hours possible for each Chapter One class during the 1984-85 school year in District 218. Due to the teachers' strike in the fall, only 166 instructional days were scheduled for students. If an average length of a class period is figured at 50 minutes, then students could have a maximum of 138 hours of instruction per period. Table 15 shows that the typical Chapter One math student may have received 42 hours more instruction than the typical English student if the figures from Table 12 are used. Of course, absenteeism, extracurricular activities, and school assemblies have not been accounted for in the 138 hours available for instruction per period.

	Teacher Behavior				
	Management Activity	Direct Instruction	Correcting Papers	Facilitating	Off Task
English	17%	36%	17%	8%	21%
Math	10	68	6	14	2

Table 11: Percentage of Teacher Behaviors by Subject

[Based on observations made in 6 math & 7 English courses]

	Direct Instruction		
	Whole Group	Small Group	Individual
English	82%	0%	18%
Math	40	5	55

Table 12: Percentage of Teachers' Direct Instructional Behavior by Subject

[Based on observation made in 6 math & 7 English courses]

	Teacher Behavior				
	Management Activity	Direct Instruction	Correcting Papers	Facilitating	Off Task
Consumer Math	10%	80%	0%	5%	5%
Math Skills	5	70	5	20	0
General Math	15	55	15	15	0
Intro to Lit	30	50	10	5	5
Modern Lit	15	25	40	15	5
English I	10	20	20	20	30
Skills Lab	5	52	5	0	38

Table 13: Percentage of Teacher Behavior Observed by Course

Second Semester 1985

Based on a total of 13 observations of Chapter One courses

	Whole Group	Small Group	Individual
English	57%	NA	40%
Math	71	50	41

Table 14: Percentage of Occurrences of Off-task Student Behavior during Direct Instructional Activities Broken Down by English and Math

Hypothetical Breakdown of One Course

School Year of 166 days X 50 minute period = 138 hours (100%)

	Math	English
Management Activities	13.8 hrs (10%)	23.5 hrs (17%)
Direct Instruction	94 hrs (68%)	50 hrs (36%)
Correcting Papers	8.2 hrs (6%)	23.5 hrs (17%)
Facilitating	19.2 hrs (14%)	11 hrs (8%)
Off-task Behaviors	2.8 hrs (2%)	29 hrs (21%)
	138 hours (100%)	138 hours (100%)

Table 15: Comparison of the hypothetical usage of class time for one course for the 1984-85 school year using time-on-task observation percentages

4. What intervention strategies are used with the students in this program?

English Review

The purpose of the document review was to review the scope and sequence of the English curriculum and determine how the program goals of Chapter One and the instructional objectives of mastery learning have been aligned with District 218's English curriculum. In addition, an analysis of the standardized measurement instruments, namely the Comprehensive Test of Basic Skills (CTBS) levels G and H, was done to determine the goodness of fit between the objectives measured and the skill domains taught.

The curricular content of District 218's Chapter One English program comes from the six district curriculum guides for 200 Skills Lab, 201 English I, 204 Introduction to Literature, 206 Basic Composition, 210 Effective Communication, and 214 Modern Literature (Hereafter, the three-digit numbers will be used in reference to the guides.) The instruction in the Chapter One courses is supposed to be organized using the principles of mastery learning. Because mastery learning is basically a behaviorally oriented program, objectives should be written in terms of the learning domain (i.e. cognitive or affective) and targeted skill and subject area (i.e. comprehension of Drama unit's vocabulary) as well as the desired measurable behavioral outcome of the learner (i.e. mastery will be demonstrated by a minimal score of 80% on the matching test). In order to determine whether the curriculum guides meet these criteria, each

section of the guides was examined. Objectives and accompanying material were judged in terms of the specificity of the objective's verb in stating the learning domain, skill outcome, subject area, and the presence of a measurable behavioral outcome in the objective or accompanying statements, and a statement or presence of a method of evaluating this outcome.

In the 201 English I guide many unit objectives are simple descriptions of classroom activities rather than statements of desired behavioral outcome. For instance, in the Study Skills Unit objective #5 states, "Introduction to the LRC - Classification of different types of books, Dewey Decimal System. Using the card catalog and Readers' Guide..." This objective does not specify who is to be doing the "classification" or the "using" nor what skills are to be learned as an outcome of these activities. In many cases, sample lectures are provided from which the teacher could infer the domain and subject area to be covered. (See supplementary material, Study Skills unit objective #4.) However, selection and evaluation of skills to be learned as a result of the activity appear to be left to the teacher's discretion. In instances where unit tests are provided, as in the Study Skills unit objective #5, the test questions provide a means for the teacher to "work backwards" and teach to the test. This ensures that specific content area material will be covered but does not ensure that all teachers will infer and teach the same skills which is really the purpose of providing objectives - to ensure that teachers, through whatever technique chosen, teach for mastery of the same skills within the specified skill domain selected, be it cognitive, affective, or psychomotor.

A weakness in the Study Skills unit from English I involves the order of introduction of outlining concepts. For example, basic classification activities such as distinguishing general from specific information, a task requisite to outlining, is taught at the end of the section. The more sophisticated outlining tasks such as finding the topic sentence and main idea are taught first. (See arrangement of material for objective #6.) Also, the main idea activities do not appear to be graded in terms of task complexity. Concrete, textually explicit main ideas are presented in objective #6's test subsequent to the teaching of abstract, textually implicit main ideas (See objective #6 main idea work sheet.) Such problems with sequencing and grading of skill activities can be avoided by doing a task analysis of the requisite skills involved and setting up evaluation systems in terms of 1) checking to see that the requisite skills have been mastered and then 2) providing a post-test for the skills which are taught.

The most clearly written objective for the Study Skills unit objective #10 states, "Correct Grammar and Usage - demonstrates understanding of correct grammar and usage in writing assignments, textbook exercises and mastery tests." Although the objective does not directly specify the learner, it does state the domain and general skill area as well as the criteria for evaluation. In terms of supporting content area material, unit #5 provides a comprehensive body of lecture and exercise material as well as an extensive formative test for this section.

One of the more specific objectives from the 201 English I

curriculum guide is #4 from the Narrative unit. This objective states, "Novel - Read Of Mice and Men. Interpret the meaning of the novel through analysis of its characters, setting, plot, and symbolism. Write paragraphs and/or an essay in response to the novel, using modes of development taught in earlier units." The objective asks the student to interpret a novel through analysis of its important components. It then asks the student to write a paragraph in response to the novel using modes of development taught earlier. It is not clear whether the writing activity is supposed to contain the interpretation and analysis; if so the writing is the measurable behavior. No level of mastery is identified.

As in the Study Skills unit, there is a comprehensive body of activities, lecture and formative tests. This again allows the teacher to work backwards to attemot to infer the skill objectives which does not guarantee a unified presentation of skills.

No scope or sequence charts are included in any guides. The articulation of goals in many of the 200 Skills Lab objectives such as the Expository Paragraph, the Business Letter, and Positive Self Image appear to be written in terms of the subject area and desired behavioral outcome. However, the skills to be learned from such activities are not always clearly delineated. For example, the Expository Paragraph Unit states, "Students are able to write a five-sentence expository paragraph with a topic sentence, supporting details, concluding sentence. Sentence structure, spelling, capitalization, punctuation, grammar, and usage should be accurate. Handwriting should be clear and

legible." It is not clear as to whether the emphasis of the above objective is on student mastery of a particular discourse style for the communication of a cohesive idea or just on the ability to produce a grammatically correct paragraph containing structural elements of this discourse style.

A second case in which the skills to be learned are not clearly delineated is found in the reading comprehension unit. This Skills Lab objective states, "Students increase reading comprehension skills." One may assume the intent of the objective is for students to develop competencies in various processes which interact during comprehension. However, neither the desirable outcome nor specific processes to be mastered is stated; nor is how mastery will be determined stated.

For specified activities, such as the writing of a business letter and an expository paragraph which are considered general course objectives for 200, detailed criteria are listed for evaluating the behavioral outcome of the activity. However, as with the other curriculum guides, the 200 Skills Lab does not emoloy Bloom's Taxonomy of Educational Objectives in its articulation of objectives and is mainly concerned with the describing of subject area activities rather than with the skills to be learned or purposes of the activity. For instance, the objectives for spelling and vocabulary employ the verb "increase". "Increase" does not denote a process within the cognitive, affective, or psychomotor domain nor does it specify a measurable learning outcome. If the objective is to specify a cognitive goal, then the outcome of this objective should be

stated in terms of one of the six cognitive levels from Bloom's Taxonomy. For example, an objective for vocabulary development might read, "Students demonstrate comprehension of the vocabulary from A Candle in Her Room by paraphrasing 18 out of 20 words in a written quiz."

In summary, problems with clarity of skill objectives and lack of statement of measurable behavioral outcome are found throughout the English curriculum guides. For instance, Narrative unit objective #3, "understand plot structure, characterization..." and language unit objective # 1, "Students have a basic understanding of the history and development of the English language..." are vague and do not specify the learning outcomes in terms of measurable behavior. Content area, however, was in most cases clearly specified through supporting materials such as lectures, work sheets, and formative tests.

Verbs such as "understand", "recognize", "increase", and "discuss", commonly used throughout, do not clearly specify the cognitive or affective domain and skill of the learning activity. Objectives need to conform to standards of measurable levels in order to facilitate mastery learning implementation.

A second aspect of curriculum planning equally worthy of attention is the need to define and specify the skills to be learned. As previously mentioned, task analysis is fundamental for the construction of a developmentally-based curriculum with an integrated presentation of goals because of requisite knowledge and spectrum of explicitness of the material. One area, in particular, merits attention: reading comprehension. Since comprehension is vital to any higher level cognitive

activities and to academic success in all the content areas, it is also vital that students become competent in the use of this reading skill. Upon examination of any of the curriculum guides, comprehension is never defined or clarified in measurable terms. Lack of insight into the nature of comprehension results in an inability to teach these processes. This weakness in the English curriculum is reflected by the vagueness of the one objective in 201 which appears to have been intended to target these processes, namely "reading skills." Furthermore, the comprehension processes taught are found scattered throughout the curriculum. For instance, the making of inferences and elaborations are found in the objectives and activities for narrative and expository units. (See Narrative unit objective #3 and Expository unit objective #3, discussion topics, section 3.) Teaching students to use the author's discourse style is found in the Expository and Narrative units of 201 (See objectives for Expository paragragh and Business Letter.) And, although some of the objectives claim to teach the process (i.e. objective #4, 201 narrative unit - making of inference) there is no evidence that the students are told what the process is and how to do it. So, the emphasis appears to be on the products of comprehension rather than on the teaching of the processes themselves. If Chapter One teachers wish to teach competencies in reading, then it is necessary to have curriculum materials geared toward teaching explanations of how to use the processes.

From the 200 Skills Lab curriculum guide, it was not possible to discern how closely this course matches with Language

Mechanics, level G of the CTBS. represented. For 201 English I, 206 Basic Communication, and 210 Effective Communication, however, the Language Mechanics section of the test appears to be one area most clearly articulated in terms of behavioral objectives. Hence, it is also considered most valid in its evaluative powers for measuring and assessing these objectives. All the skills measured in the Language Mechanics section were integrated, taught, and reinforced throughout the year or semester. Furthermore, repeated exposure and systematic reinforcement are excellent ways to ensure that such knowledge is learned and retained.

No mention of the skills measured in this Language Mechanics section of the CTBS appear in 200 Skills Lab guide. In 201, agreement of subject and function and application of pronouns and derived forms are all taught as an on-going skill under correct grammar and usage. (See Study Skills objective #10, Expository objective #5, Narrative objective #6, and Language objective #4.) Identification of sentence fragments and run-on sentences are other skills extensively tested in the language Mechanics section which appear to be taught in 201 under "Correct Grammar and Usage". The use of integrators to connect phrases at the micro-level and integration of text at the macro-level, two skills extensively tested in Language Expression in both levels G and H, do not appear to have been taught in either English I or Skills Lab, judging from the guides.

Mathematics Review

Taken from the 1984-85 Chapter One proposal, the eight specific objectives for the mathematics curriculum, grades 9 to

12, appropriately concentrate on functional skills necessary to independent living. However, the rephrasing of these objectives, eliminating the phrase "be able to" may make the statements more consonant with the mastery learning concept. For example, the student may "be able to" figure the perimeter of a common shape; however, unless the student actually figures the perimeter, the behavior remains unmeasurable. As a result, a statement such as the following is an improvement: "The student will add, subtract, multiply, and divide whole numbers, fractions, and decimals accurately". The addition of the word "accurately" may also enhance the statement to more clearly reflect the actual program objective.

The general objectives for 325 General Mathematics are well defined and delineated by the behavioral objectives that follow them. The objectives represent real, independent living behaviors and most are measurable as written. Most of the behavioral objectives follow Mager's guidelines, providing the conditions under which the behavior will occur, the specific behavior the student will exhibit phrased in observable terms and the criteria for determination of success. The criteria reflect time constraints, scores, and ranges of acceptable student responses. A few objectives lack one or more of these components. For example, objectives on p. 26 of the 325 General Mathematics curriculum guide provide no criteria for measuring success. All should be reviewed to assure completeness. The phrase "be able to" might well be deleted from these objectives as well.

In some cases, the objectives are not stated sequentially. For example, under Arithmetic Concepts, students should probably be able to identify integer points on a number line before they are expected to identify fractional parts of integers. (See p. 26 in 325 General Mathematics curriculum guide.) If indeed various behaviors stand alone and are not linked to or based upon previous learning, that state of affairs is acceptable. If, however, some new learning is contingent upon previous instruction and grasp of concepts, the objectives need to be arranged sequentially.

Computational skills lend themselves to behavioral descriptions and are well written in the documents provided. Words such as "accurately", "successfully", and "with X% accuracy" should be added to many of the behavioral objectives. For example, see objectives #3, 4, and 5 on p. 15 of 324 Consumer Mathematics and 327 Math Skills curriculum guides. While the concept of mastery learning is that a student progresses at an individual rate through a given amount of material arranged in small sequential steps guaranteeing a stated degree of success at each step, there is no reference to this in the description of mathematics objectives for Chapter One. Is each student to accomplish all 12 measurement objectives within the duration of the 324 or 327?

There is some overlap apparent in the objectives of General Math, Consumer Math, and Math Skills Lab. For example, the computational skills pages are simply copies of each other. This overlap is appropriate, if few new skills are really needed and given the nature of all branches of mathematics being dependent

upon computational skills to greater or lesser degrees. It may also make it possible for students who have not met certain objectives to complete certain skills development in a later course. Implementation of instruction to meet the objectives will not be uniform, however, without more specific criterion components of the behavioral objectives for 324. For example, does each teacher determine individually what the "several bases of comparison" among charge account descriptions are and how many should be cited by a student to indicate mastery of the objective? See p. 23 in curriculum guides for 324 and 327. The objectives comprehensively span the field of consumer mathematics and, for the most part, are sequential as well as practical.

According to the Student Curriculum Guide, one of the purposes of 327 Math Skills Lab is to reinforce the use of computational skills taught in 324 General Math and 325 Consumer Math and in other courses students take that require mathematical skills. Thus, 327 uses the objectives established in 324. If these objectives are identical in practice, this multiple use of written objectives is quite appropriate. Objectives are time-consuming and personnel-intensive in development and are best used efficiently. However, if the courses have identical objectives, why are they two separate courses? Clarify the purposes of the courses and review the stated objectives.

The first significant observation regarding unit lesson plans is that there were none provided. Goals were provided by listing numbers 1-1 through 1-9 of the Unit 1 sheet and worksheets were attached. Traditional lesson plans including a

list of necessary materials, proposed instructional procedures or mathods and an evaluation plan were not included. However, quizzes and a unit test in the back of the packet might be the only evaluations necessary and desired. The unit plan did not make this point clear. The course guides or curriculum guides do include some general remarks with regard to teacher autonomy in selecting teaching strategies and a general list of materials that each classroom in the program should have. Perhaps these are the missing link. More specific materials and teaching strategies should probably be included, at least in association with each of the seven or so general topics to be covered in each course. Another problem might be the age of the course guides. The guide for 325 was written in 1973-74 and suggested rewriting in 1974-75 with no evidence of this being done.

Using Unit 1 as a sample unit plan, the course objectives were compared with the unit plan. The unit plan used graduated difficulty in mapping out Unit 1 goals (Subtraction of Whole Numbers and Making Change). However, what is Unit 1? Which of the seven or so headings does it come under - Computational Skills or Business and Industrial Math? Some of the concepts seem to come from Subtraction of Positive Integers, p. 32 in the 325 guide and repeated on p. 15 in the description of courses 324 and 327. Others were derived from the first objective stated on p.23 in the 324 and 327 description, though several goals listed in the unit are not specifically stated in any course objectives. The goals could be considered component skills. Finally, the last goal was apparently drawn from #11 on p.19 in the 325 description. Both sets of behaviors, those listed in course

objectives and those cited in Unit 1 goals, are desirable. The only drawback is that they do not flow directly from each other. Unit plans are not easily drawn from course objectives. While topics covered may pertain to a number of headings, e.g., making change may belong under substraction, money management, or general arithmetic skills, it would be sensible for teachers to be able to trace course objectives easily to unit plans and directly to student instruction.

The content of the worksheets provided as exhibits for Unit 1 are mostly related to the Unit objectives 1-5 through 1-9. Few (5 of 24) of the sheets appear to be designed strictly for objectives 1-1 through 1-5, pertaining to subtraction, not necessarily of money. Perhaps this is sufficient as this may be review for some students. Neither of the quizzes require straight subtraction and only review making change. The unit test includes subtraction items at about a 25% rate and includes 2 story problems while only 3 story problems appeared in all the practice worksheets. (Two worksheets at the back of the packet are inappropriate for this Unit as they focus on algebraic equality and require knowledge of fractions, negative numbers and variables.) In addition, one of the five substraction sheets requires multiplication skills and algebraic type grouping skills to complete it successfully. Many of the worksheets commendably included puzzles and other motivational inserts to break up the necessary drill.

Without any description of instructional techniques, it is difficult to tell what methods teachers use in this mastery

learning. Note that Bloom did not prescribe written individualized work only to implement mastery learning. It is easy for teachers to fall into the trap of expecting all independent learning through written packets because it is more manageable and easier to monitor for the teacher. However, techniques of tutoring and small group instruction as well as board work for students at approximately the same level of development are also appropriate.

The first tests reviewed were the test items for each cluster of objectives listed in the curriculum guide. One cluster (Computational Skills) did not include test items, so these remarks have a limited application. However, the end of the curriculum guide for 325 includes a Computational Skill Inventory. Perhaps that is the list of items for computational skills. The items provided after each heading were highly correlated with objectives and headings, but each item was not identified or cross-referenced in some way to indicate which items might correlate with what instructional units. Which items from what areas would be used to write the Unit 1 test? Can the Unit 1 test items be found in the Computational Skills Inventory? Can Unit 1 test items be found in the Money Management test items listed in the 324 and 327 course guide? The items appeared to be different in attempting to answer these questions.

Most test directions are clear and types of problems and layout are varied. This allows for some success for the student who has difficulty with certain problems types but not with others. Test items reflected stated objectives. Unless, however, instructional units reflect the units and suggested test

items in the course guides, the high correlation of objectives to test items is meaningless.

Cumulative testing is carried out with the use of the Comprehensive Test of Basic Skills, level H of Form U. As would be the case with most standardized instruments, the test has difficulty in addressing the kinds of objectives listed in the Calculating Machine and Value oriented sections of p. 10 of the 325 course guide. Test items are similar in design to test items both in the course guide and in the unit test. However, item distribution does not reflect curriculum emphasis, if number of pages devoted to each topic is any indication. For example, level H had the following distribution of items in both the Mathematics Computation subtest and the Mathematics Concepts and Applications subtest:

Computation	40
Arithmetic Concepts	12
General Arithmetic Skills	7
Geometry	4
Measurement	7
Probability and Statistics	0
Business and Industrial Math	0
Calculating Machines	0
Graphs and Charts	6
Algebraic and Functional Notation	9

For some courses, some of the headings should not be represented in a cumulative test if the course never dealt with any

instruction on the topic. For other headings, zero items inappropriately reflect the curriculum. While there are those who dispute the validity and reliability of a non-published test or of using selected items of a published test, the district will not observe improvement as measured by tests with items that do not reflect instructional content. Using selected items means, however, that it is not possible to then report NCEs from the CTBS. Whenever content or administration procedures for a test are altered, results cannot be reported as usual. Anyone reading a report or interpreting student data would need to know all alterations and take such alterations into account.

The list of Instructional Hints on p. 10 of the 324 and 327 curriculum guides is positive and practical. It provides teachers with suggestions from instructional research that may appear to be very common-sensical and yet are not in place in all classroom.

5. **How is the Chapter One instructional program managed?**

The Chapter One staff survey included the administration of the Instructional Management Rating Scale (IMRS) which is designed to answer two questions. First, who is perceived to have the primary administrative responsibility for the components of instructional management? When the answers to this question are the same for all groups asked, then the instructional program has clearly defined roles. When different groups have different perceptions of who is responsible, the instructional component is likely to be less effective. The second question answered by the

IMRS is the frequency of the instructional management behaviors identified in each instructional component as observed by staff. There are always discrepancies among groups and within groups in any school or instructional program.

Table 16 reports on the answers of the various Chapter One staff to the question of who has primary responsibility for each of the components of instructional management for the Chapter One program.

The IMRS surveys three dimensions of administrative responsibility. The first two instructional management areas make up the administrative responsibility called "defining the program goals." It is clear that the responsibility for this belongs to the Director of Chapter One and that all staff recognize this responsibility. The next five areas, from supervises and evaluates instruction to promotes instructional improvement and professional development make up the administrative responsibility of "managing the instructional program." There is less agreement in this area. While the Chapter 1 staff believe that supervising and evaluating instruction is a shared responsibility of the area chair and the principals along with the Chapter 1 director, area chair believe that the director has primary responsibility. The area chair do not identify themselves as primarily responsible for coordinating instruction; unlike the Chapter 1 staff and those respondents in the two school buildings, the area chair appear to separate the curriculum in Chapter One from other instructional programs. The last three areas belong to the administrative responsibility called "promoting instructional climate." Once again ,there are

different perceptions of who has primary responsibility.

The important outcome of this is not so much the specific identification of who is responsible for instructional management but that there are differences of opinions about the management of instruction. The effect of these differences may be seen in lower frequencies of occurrence of the behaviors asked about in each instructional component. This may result in decreased instructional effectiveness.

Instructional	Chapter 1 Staff & Admn	Building Admn & Support Staff	Area Chair
Framing Goals	83% - Dir 15% -Coord	Director	Director
Communicating Goals	83% - Dir 15% - Coord	Director	Director
Supervising & Evaluating	42% - Dir 28% - A C 15% - Princ	Princ, A C & Dir	Director
Coordinating Curriculum	48% - Dir 28% - A C 15% - Princ	Coord, A C & Prin	Director/ Coord
Monitoring & Feeding Back Stud Performance	51% - Dir 31% - Coord	Director & Coord	Director/ Coord
Protecting Instr.Time	61% - Princ 20% - Teachers	Principal	Director/ Princ
Promoting Prof Dev	45% - Dir 16% - Coord 24% - A C	Dir,Coord & Princ	Director
Promoting Improv Teaching	16% - Director 25% - Princ 24% - A C	Dir,Coord & Princ	Director
Developing & Promoting Acad Stnds	28% - Princ 24% - A C 5% - Director	Princ,Dir & Coord	Director/ A C
Promoting Incentives to Learn	53% - Teachers 20% - Director 15% - A C	Dir,Princ & A C	Director/ Teachers

Table 16: Comparison of Perceptions of Instructional Management By Positions and Chapter One Job Descriptions

Table 17 shows the profile of frequencies of observed instructional management behaviors within the Chapter One program. The range of means possible is 1.0 - Almost Never Observed to 5.0 - Almost Always Observed. The 28 scores of all survey participants correlate with the results reported in Table 16. In the areas where there is agreement across positions on who is responsible, the frequency of observed behaviors for that area is higher. This seems to support the effort to develop clear job descriptions and then to communicate the contents of job descriptions to all staff. Also, by breaking down complex behavior like coordinating curriculum and developing academic standards, all staff are more likely to recognize the impact of activities that may seem unrelated.

Frequency of Observation

	Almost Never	Seldom	Sometimes	Frequently	Almost Always
	1.0	2.0	3.0	4.0	5.0
Framing Goals				X	
Communicating Goals				X	
Supervising & Evaluating Instruction				X	
Coordinating Curriculum			X		
Monitoring & Feeding Back Results			X		
Protecting Inst Time				X	
Promoting Prof Develooment				X	
Promoting Incentives To Improve Teach			X		
Developing Acad Standards					X
Promoting Incentives To Learn					X

Table 17: Profile of Frequency of Observed Instructional Management Behavior for Chapter One Program

EFFECTS OF SERVICE DELIVERY

1. What impact have the stated program goals and objectives have on student achievement?

District 218 has chosen the Comprehensive Test of Basic Skills as its summative evaluation instrument for both the math and English programs. The CTBS is a norm-referenced standardized test; level G which is given to the students in 200 Skills Lab is normed for grades 4 through 6 and level H which is used for all other English Chapter One classes and for Chapter One Math is normed for grades 7 though 9. A norm-referenced standardized test like the CTBS affords a comparison of the performance of each student to that of the norm group across a certain content coverage. The content coverage used to assess the instructional achievement for Chapter One English is the Language Mechanics subtest. For Chapter One math the content domain tested is math computation. Several kinds of information are learned from the pre- and post-test testing conducted. First, the Chapter One students who must be 2 or more years behind in grade level to qualify for Chapter One are being compared to a norm group of representative students at either grades 4 to 6 or grades 7 to 9. The results of the testing show where each student stands on the test in relation to the placement of students in the norm group. A percentile score of 36, for instance, simply means that 64 percent of the norm group scored higher. Little is known about what a student has mastered in content and unless a comparison has been made between curricular objectives and content domain of the standardized test, little is known about the effectiveness of

the classroom instruction.

In Tables 20 and 21, the post-test percentile scores in math and language mechanics for 1982-83 and 1983-84 are plotted. Table 18 shows that, except for juniors, the post-test scores of the Chapter One students in 1983-84 are higher than their counterparts the year before. The table also shows that except for seniors in 1983-84, post-test scores improved for each cohort in the second year of Chapter One. For example, 9th graders in 1982-83 tested at the 26th percentile; as 10th graders in 1983-84 they tested at the 36th percentile. The senior cohort in 1983-84 was at the same post-test percentile (25th) as they were as juniors. Table 19 shows language mechanics post-test scores. Like the math scores, the 1983-84 post-test percentiles are higher than the previous year's except for the junior scores. Unlike the math scores, however, cohorts appear to have lost ground. Ninth graders were at the 35th percentile in 1982-83 and at the 25th percentile as 10th graders. The senior cohort in 1983-84 did improve its average percentile, from 13th percentile as juniors to 20th percentile as seniors.

Several reasons can account for the figures here. First, content validity is an important component in norm-referenced comparisons. It may well be the curriculum in 11th and 12th grade courses is not well matched with the CTBS items. Second, the student turnover in the grade cohorts, if it approaches half, will affect the group percentile. Third, absenteeism on the day of the post-test will affect scores. Fourth, junior and senior participation in the testing is very low. Fewer than 40% of the seniors in 1982-83 had pre- and post-test results from the CTBS

and fewer than 10% did in 1983-84.

Table 20 shows the NCE gain scores for the four grade cohorts for 1982-83 and 1983-84. When the test results for 1984-85 are available, it will be possible to see the growth rates of students after one to three years in Chapter One. Testing experts view a gain of 1 NCE as "effective", so Chapter One math program goals seem to be successfully achieved. Chapter One English courses have mixed success. Freshmen and seniors for the last two years have had positive NCE gain scores. Sophomores in both 1982-83 and 1983-84 had negative NCE gain scores. This may be due to the poor match between the sophomore English curriculum and the CTBS or to the small percentage of sophomores with pre- and post-test scores or to both.

Tables 21 and 22 have plotted the NCE gain scores for 1982-83 and 1983-84. It is easier to perceive the impact of Chapter One on student achievement when the scores are placed on a graph.

CTBS Percentile Post-test Scores - Mathematics

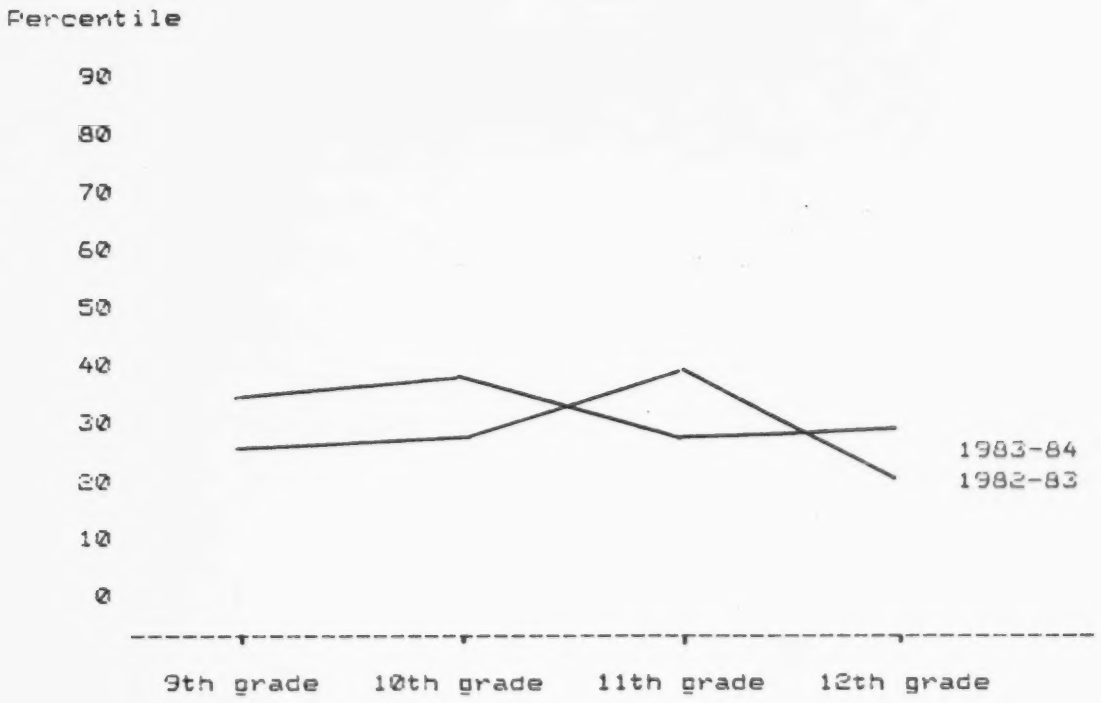


Table 18: Growth Rate for Grade Cohorts in Chapter One Math 1982 to 1984

CTBS Percentile Post-test Scores - Language Mechanics

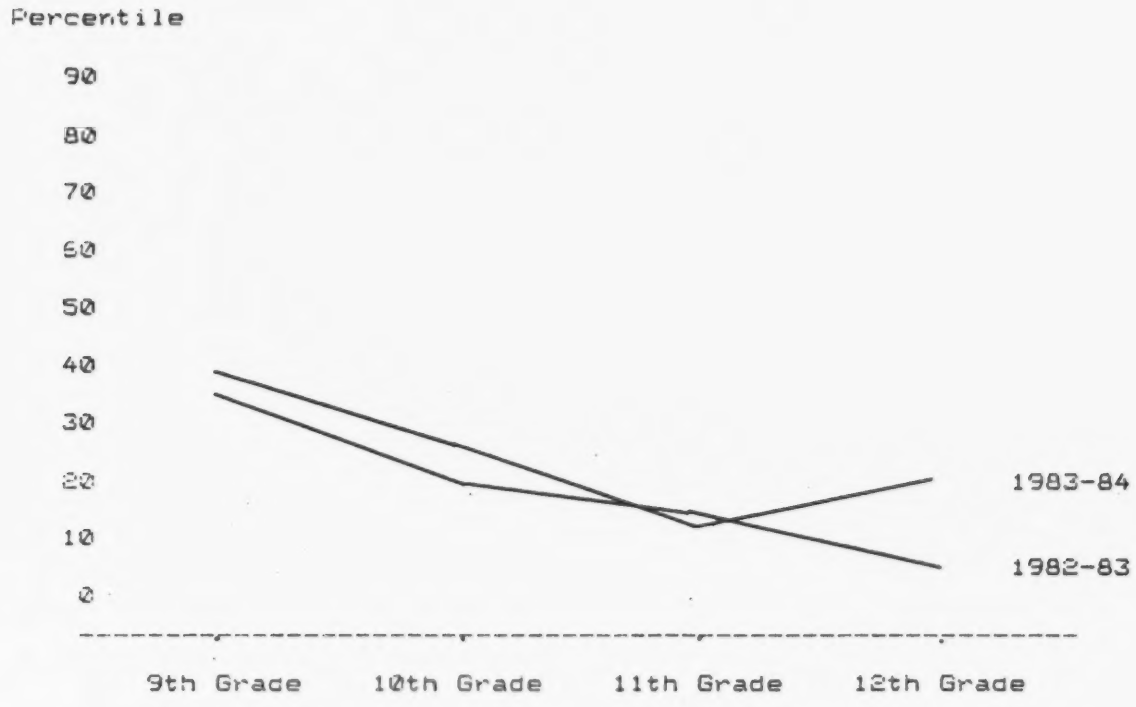


Table 19: Growth Rate of Grade Cohorts for Chapter One English 1982 to 1984

	Freshmen - 1985				Sophomores - 1985			
	85	86	87	88	84	85	86	87
Math	NA				+7.6	NA		
Lang Mech	NA				+5.4	NA		

	Juniors - 1985				Seniors - 1985			
	83	84	85	86	82	83	84	85
Math	+4.9	+12.7	NA		__	+8.8	+15.1	NA
Lang Mech	+3.9	- .1	NA		__	+3.5	- 1.2	NA

Table 20: Grade Cohort NCE Gain Scores 1982 to 1984

CTBS NCE Gain Scores - Math

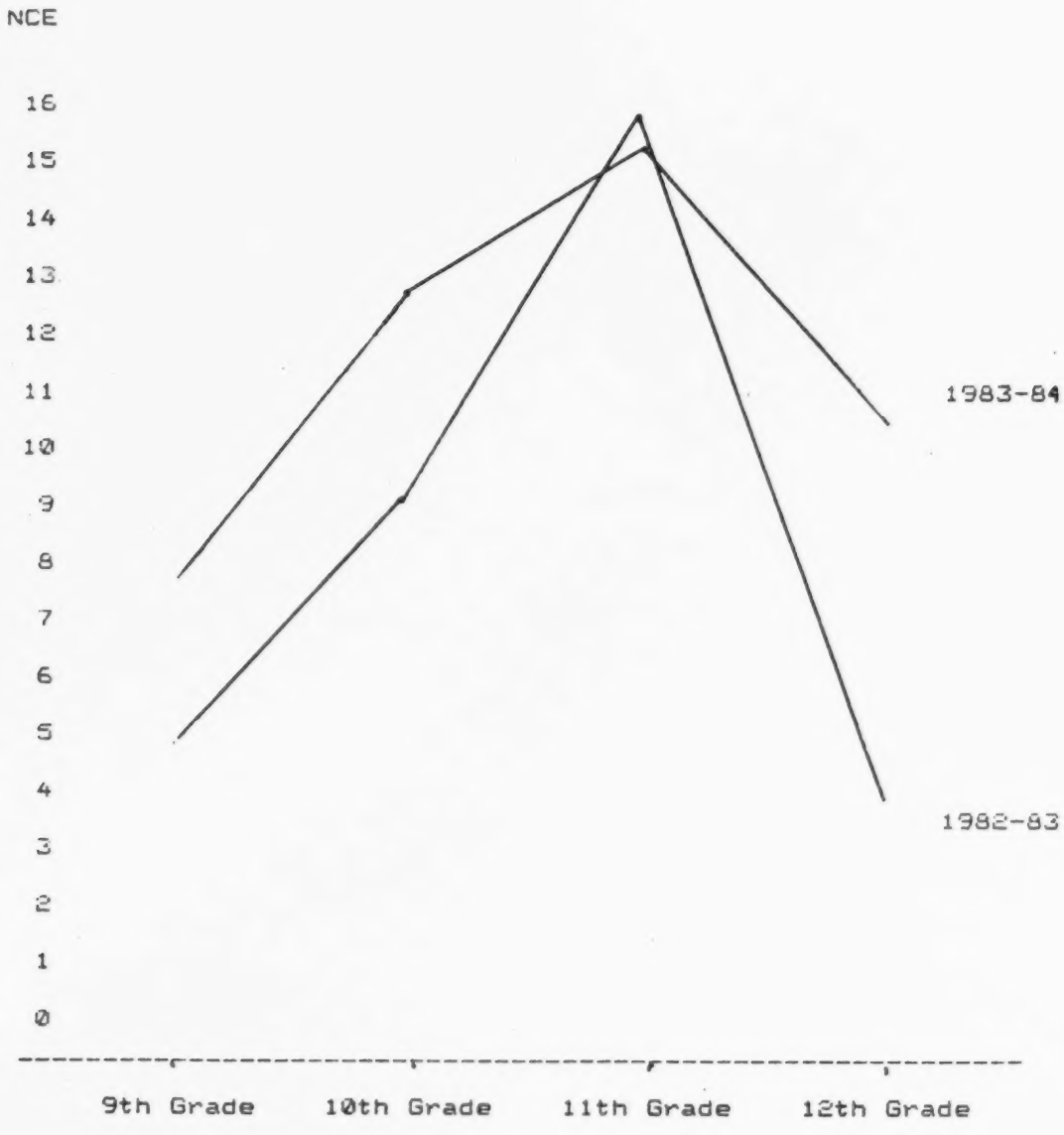


Table 21: Growth Rates for Grade Cohorts by NCE Gain Scores

1982 to 1984

CTBS NCE Gain Scores - Language Mechanics

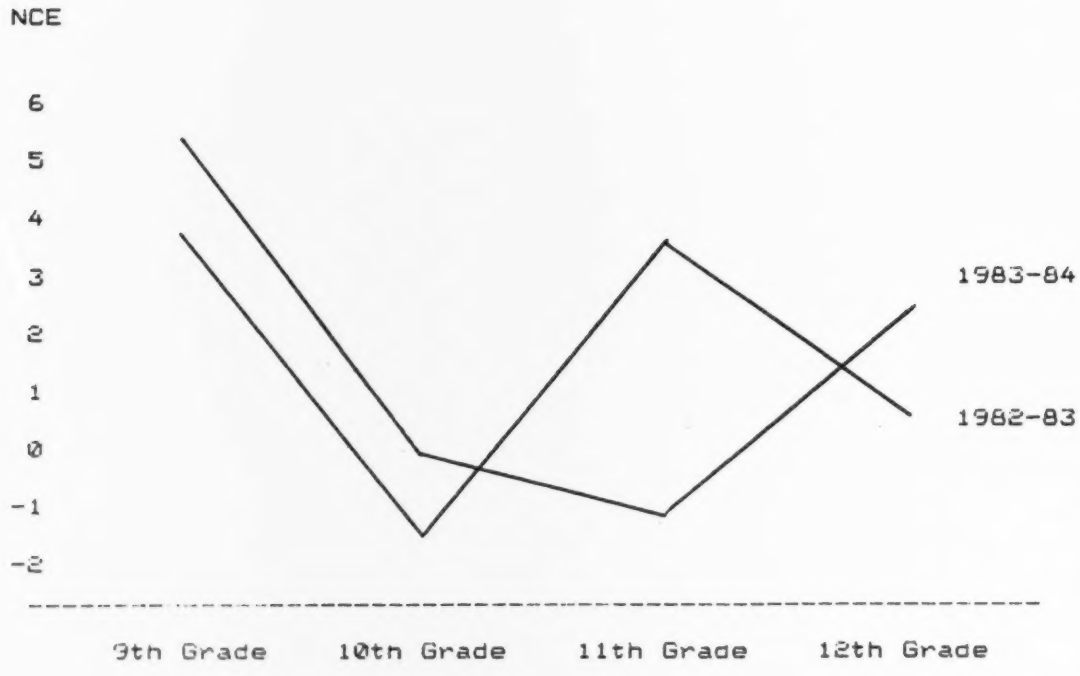


Table 22: Growth Rate for Grade Cohort By NCE Gain Scores
1982 to 1984

2. What impact have the stated program goals and objectives had on students' academic motivation?

Academic motivation is an imprecise concept, yet it has an impact on the behavior of students in the classroom. As the 1984-85 Chapter One proposal noted in the needs assessment section, the areas of self-esteem, academic motivation, and attendance have priority in student success. The support service component of Chapter One this year provided achievement

motivation training for all freshmen enrolled in the instructional programs. A thirty-day achievement motivation training program was implemented to give students access to personal and educational growth sessions.

A survey given to Chapter One students the same week as the staff survey provided feedback in several areas that touch upon the concept of "academic motivation." The statistics provided below are descriptive and cannot be used to prove impact because there are no data available from previous years to show change. The program ought to survey the students next year to find if any changes have occurred.

Answers to the question, "As things stand now, how far in school do you think you will get?", give an indication of **educational expectation.** For those who qualify for Chapter One, dropping out of school is a very real alternative to poor grades, low achievement and lack of success. The students in District 218's Chapter One program have high school graduation as a minimum educational expectation. This is very encouraging and may be a result of such programs as the achievement motivation training. Only 2 percent of the 450 students chose "Less than high school graduation"; 22 percent or 99 students marked "high school graduation"; and 28 percent or 126 students responded that they expect to go to vocational, trade, or business school after high school. **Educational expectation** provides a reliable indicator of commitment to a conventional goal and is negatively correlated to delinquent behavior.

Table 26 reflects self-reported behavior of students that relates to the concept of academic motivation. When positive

student attitudes are developed toward school, evidence shows that delinquent behavior lessens. Ten questions on the questionnaire compose the scale of **attachment to school.** As Table 24 shows the students in Chapter One have an average score (66) on this scale which is very positive. The norm of average is based on the spectrum of student attitudes, so for a group like Chapter One to have an average score shows a better than expected outcome. The scale of **interpersonal competency** reflects a five item measure of social skills, skills that give an indication of psychological well-being. The students in District 218 have a score of 74 or a moderately high sense of **interpersonal competency.** The last scale is **positive self-concept** and measures self-esteem. Educational environments that avoid derogating students and labeling them with negative values should produce higher scores on this scale. The Chapter One students scored an 80th percentile, a mocerately high indicator of self-esteem.

Table 25 reports on four scales of school climate. These measures are not intended to measure the characteristics of individuals at all. Instead, they focus on the ways students in the school environment typically perceive it and describe it. **Respect for students** measures the degree to which students feel that the school treats them with dignity or degrades them. The score of 50 is an average assessment, meaning that the students in Chapter One have feelings that are no worse or no better than the typical high school student. Evidence is accumulating that the degree to which students perceive a school's rules as fair and clear is associated with the degree of orderliness of the

school. The score of 63 is a positive indicator that Chapter One students perceive the rules at both sites to be fair. **Clarity of rules** measures how clear behavioral expectations are to students and the Chapter One students assess school rules to be moderately high in clarity. The **student influence** scale summarizes the students' point of view about the extent to which they are able to influence matters of concern to them. A score of 48 means that students feel somewhat powerless to change school practices.

Overall, the student measures indicate that personally and interpersonally Chapter One students feel fairly positive about themselves but that they are ambivalent about their relationship with the school environment.

	Math	English	Both
1 year	46	58	170
2 years	21	55	53
3 years	1	15	11

Table 23: Breakdown of Chapter One Student Surveys By Course and Number of Years in Program

Number Returned = 450

Chapter One Student Population Characteristics

STUDENT PROFILE

Scale	Percentile
Attachment to School	66
Interpersonal Competency	74
Positive Self-concept	80

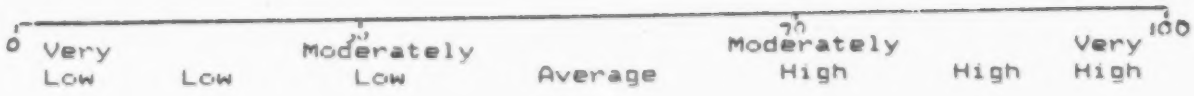


Table 24: A Profile of Student Characteristics

Chapter One Program
N=450

School Climate - Student Report

STUDENT PROFILE

Scale	Percentile
Respect for Students	50
Fairness of Rules	63
Clarity of Rules	70
Student Influence	48

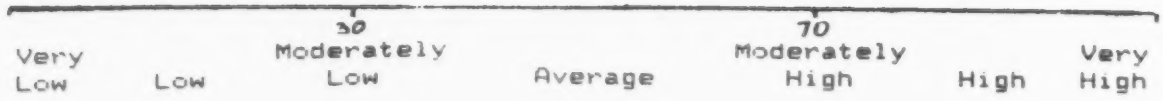


Table 25: A Profile of School Climate - Student Report

Chapter One Program
N=450

3. What impact have the stated program goals and objectives had on students' school attendance?

A simple statement sums up the importance of reducing high absenteeism among students like Chapter One's. No instructional program can affect the achievement performance of an absent student. The 1984-85 program goals of Chapter One identify attendance as a top priority. Like other sections in this report, the figures below can be used only as descriptive of this year and not as evidence of impact. Chapter One should gather such attendance data at the end of each semester in order to assess the impact of academic motivation training on group absenteeism. Student remediation profiles should be periodically monitored to assess the impact of Chapter One objectives on individual students.

Days Absent	Freshmen (188)	Sophomores (141)	Juniors (74)	Seniors (38)	Total (441)
0	17 (9%)	11 (8%)	3 (4%)	0	31 (7%)
1	17 (9%)	15 (11%)	4 (5%)	0	36 (8%)
2	24 (13%)	11 (8%)	4 (5%)	0	39 (9%)
3	15 (8%)	9 (6%)	9 (12%)	0	33 (7%)
4 to 8	51 (27%)	43 (30%)	26 (35%)	0	120 (27%)
9 to 16	35 (19%)	23 (16%)	16 (22%)	5(13%)	79 (18%)
17 to 24	9 (5%)	11 (8%)	2 (3%)	6(16%)	28 (6%)
25 to 32	2 (1%)	3 (2%)	1 (1.5%)	1(3%)	7 (2%)
33 to 40	2 (1%)	4 (3%)	2 (3%)		8 (2%)
41 to 48	1 (.5%)			1 (3%)	2 (.5%)
49 to 56			1 (1.5%)		1 (.2%)
57 to 64		2 (1.5%)			2 (.5%)
65 to 72		1 (.7%)			1 (.2%)

Table 26: Student Attendance Patterns for Chapter One

First Semester, 1984-85

Tardies	Freshmen (188)	Sophomores (141)	Juniors (74)	Seniors (38)
0	47 (25%)	50 (35%)	31 (42%)	1(3%)
1	43 (23%)	30 (21%)	14 (19%)	2(5%)
2	32 (17%)	23 (16%)	9 (12%)	1(3%)
3	21 (11%)	9 (6%)	3 (4%)	2(5%)
4 to 8	25 (13%)	19 (13%)	8 (11%)	5(13%)
9 to 16	5 (3%)	2 (1%)	3 (4%)	2(5%)
17 to 24	0	0	1 (1%)	0
25 or more	0	0	0	0

Table 27: Frequency of Tardies by Class

Chapter One Program

4. What impact have the stated program goals and objectives had on the expectations of parents of students in Chapter One?

The parent survey sent out in the spring of 1984 had a 13 percent return rate (62 out of 460). The same survey sent in the spring of 1985 had a much higher return rate, 91 out of 415 or 22 percent. Several questions reflect on the self-reported expectations of Chapter One parents. Although the answers will be compared in the table below, the intent of the discussion is to describe parental perceptions. Higher scores on the 1984-85 survey cannot be attributed to impact because there is no way of knowing if the same parents have responded to both surveys.

	Parental Responses			
	1983-84		1984-85	
Question				
1. This year have your child's grades improved?	Yes	47%	Yes	76%
	No	21%	No	2%
2. Has there been a change in your child's attitude toward school?	Better	56%	Better	67%
	Worse	14%	Worse	4%
3. Has your child been "in trouble" more or less this school year?	More	14%	More	2%
	Less	29%	Less	64%
4. Does your child ever talk about "dropping out" of school?	Yes	6%	Yes	0%
	No	82%	No	100%

Table 28: Comparison of Answers to 1983-84 and 1984-85 Parent Survey

APPENDIX A

Documents Used to Complete Chapter One Evaluation

Proposals:

Chapter One Proposal, 1984-85

Chapter 1 Project Indentification Program, 1983-84

Curriculum Guides:

Course of Study in Basic Communication - 206

Effective Communication - 210

English I - 201

Introduction to Literature - Fiction/Non-fiction

Introduction to Literature - Poetry/Drama

Minimal Competency Program - Skills Lab 200

Modern Literature - 214

Consumer Mathematics - 324

General Mathematics - 325

Mathematics Skills Lab - 327

Student Curriculum Guide, School Year 1985-86

General and Specific Beahvioral Objectives:

Consumer Mathematics

General Mathematics

Mathematics Skills Lab

Effective Communications

Introduction to Literature

Modern Literature

Skills Lab

Newsletters:

A Bright Idea from Chapter 1

Volume I, Number 1,2,3

Volume II, Number 1

Evaluations:

Chapter One Evaluation Report, 1982-83

Chapter One Tutorial Lab Program, Evaluation Report, June, 1984

CHSD #218 Annual Report, 1983-84

Tests:

Comprehensive Test of Basic Skills, Form U, Level G

Comprehensive Test of Basic Skills, Form U, Level H

APPENDIX B

Sample Survey Forms

Data Collector _____ Date _____

Course _____ Time _____

Activity	Time										
	5	10	15	20	25	30	35	40	45	50	55
Teacher: Management Activity											
Direct Instruction - Whole Class											
Direct Instruction - Small Group											
Direct Instruction - One Student											
Correcting Papers											
Facilitating											
Off-Task											

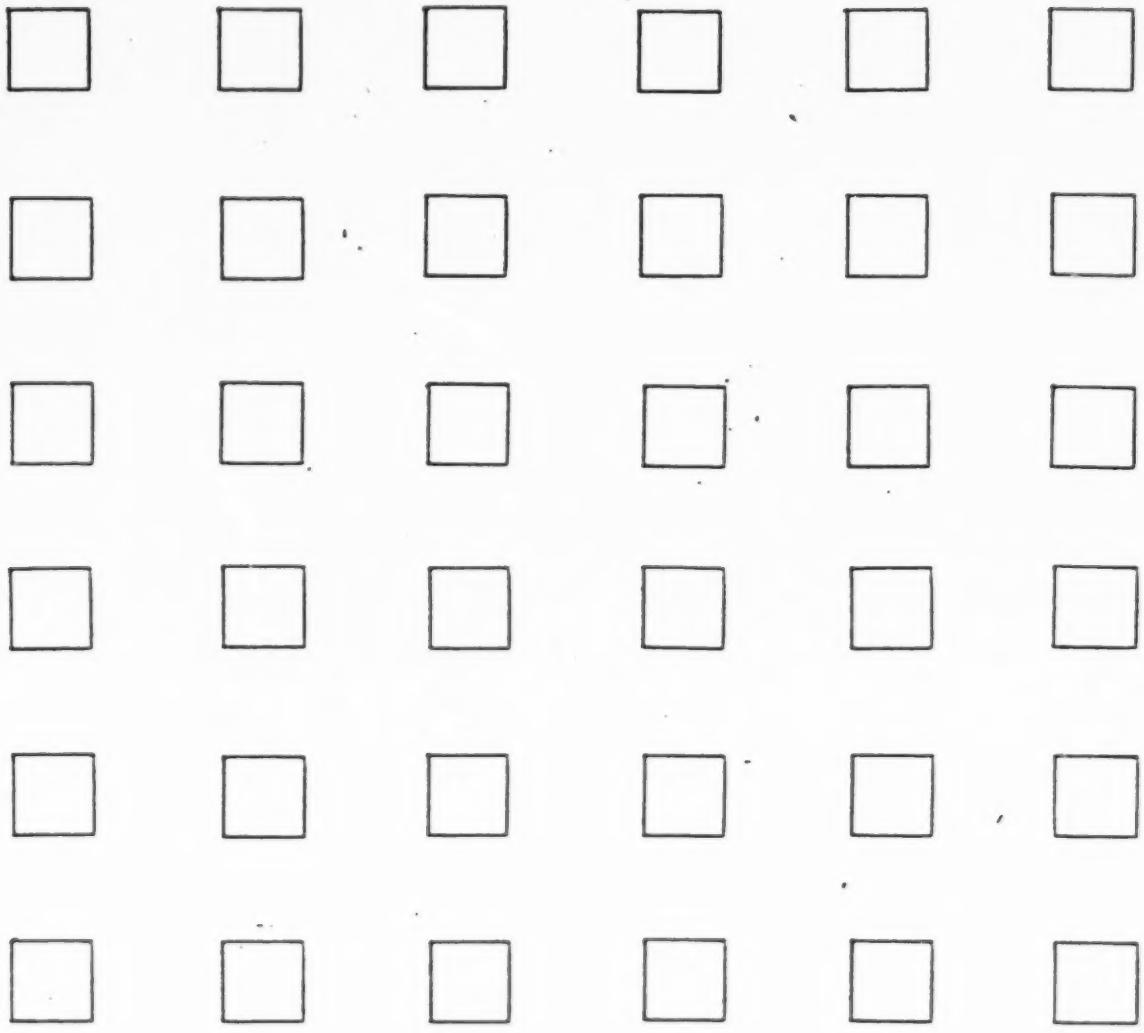
Remarks:

Recommendations:

Form 1: How Does the Classroom Teacher Spend His/Her Time

Data Collector _____ Date _____

Course _____ Time _____



Instances of Off-Task Behavior:

Off-task is defined as <u>any</u> stoppage or non-participation in the assigned task. When assigned to work in the math workbook, all students doing the following or similar are off-task: reading an English textbook, throwing paper airplanes, talking to another student, sleeping, writing a social studies report.

Form 2: Who Is Off-Task; How Often?

APPENDIX C

To: Director
CHSD #218 Chapter One

Date: January 28, 1985

Subject: Proposal for Program Evaluation - Chapter One

From: Karen S. Gallagher
Assistant Professor
Loyola University

PROGRAM EVALUATION PROPOSAL

Rationale:

In general, this proposal for the evaluation of the Chapter One program in Community High School District #218 addresses the following four issues: description of the program, comparison between sites, program conformity with stated goals, and assessment of impact on students. An important question is the extent to which the program as implemented resembles in crucial details the program designed. A description of the actual program derived from monitoring data would cover all components and participants. When a program includes more than one site, a second question concerns differences in program implementation between sites. Comparison permits an understanding of the sources of program diversity; between site differences may provide clues to why one site may be more effective than another. The third issue deals with the degree of conformity and convergence between program design and program implementation. Discrepancies between the two may lead to respecification of project design or to efforts to move the program implementation closer to design. Last, systematic, objective observations comprise impact assessment. Program administrators need impact results to learn how to fine tune their programs and increase their efficacy and efficiency.

Evaluation Questions:

1. Access to the program -

(Access refers to the structural and organizational arrangements that provide opportunities for and operate to facilitate program participation.)

A. Are the established access procedures consistent with the program design?
B. Do students remain in the program and terminate as planned?
C. Is there access for potential students to the appropriate services?
D. Do the access procedures foster utilization by students differentially?

E. Is there satisfaction with the access procedures on the part of the students, parents, staff and school district personnel?

2. Delivery of services within the program -

(Delivery of services refers to the specification in operational terms of the actual services that are provided.)

A. What are the program components of Chapter One in terms of classrooms, school facilities, and resources?
B. Who are the program staff and what service responsibilities do they have?
C. What are the units of service in this program - amount of time and type of activities?
D. What intervention strategies are utilized with the students in the program?

3. Effect or service delivery on targeted group -

(Effect refers to those outcomes of an intervention program that can be measured.)

A. What impact have the stated program goals and objectives had on student behavior in the classroom?
B. What impact have the stated program goals and objectives had on students' academic motivation?
C. What impact have the stated program goals and objectives had on students' school attendance?
D. What impact have the stated program goals and objectives had on the expectations of parents of students in Chapter One?

Data Collection Methodology:

1. Questionnaire

To all students in Chapter One, program staff, parents, appropriate school personnel

2. Structured Interview

All program staff (16)
10% of the program students (40 approx)
District personnel (principals, assistant principals, area coordinators, counselors)

3. Observations

Mastery learning observations in each Chapter One classroom
Time on task observations in each classroom

4. Document Review

Chapter One proposal(s) and yearly evaluations
English curriculum materials
reading curriculum materials
math curriculum materials
achievement motivation materials
skills (tutorial) materials
student recognition materials
newsletters and other publicity materials

5. Data to be Provided by District 218

student attendance by grade level in Chapter One
student grades in Chapter One
disciplinary reports for Chapter One students
evaluation of tutorial program
quarterly and annual reports of home/school service worker
any completed reports which assess any aspect of Chapter One

Data Collection Methodology and Evaluation Questions:

1. Access to the program

A. interviews, document review
B. interviews, document review
C. interviews, document review
D. interviews, questionnaire

2. Delivery of services within the program

A. observations, interviews, questionnaire, document review, district data
B. interviews, observations, questionnaire
C. observations, interviews, questionnaire, document review
D. observations, interviews, questionnaire, document review

3. Effect of service delivery on targeted groups

A. observations, document review, district data
B. questionnaire, interviews, document review, district data
C. district data, document review
D. questionnaire, document review